



## Lifelong Learning Institute's 2004 Calendar Available

You can find the LLI Catalog and 2004 Schedule of Classes on DWITE, DWD's Intranet website.

The catalog gives additional information such as course descriptions and registration procedures. The calendars are in a user-friendly monthly format and are easy to view and print for reference. If you do not have access to DWITE, this information can be found by accessing the DWD website at: [www.in.gov/dwd/education/lli](http://www.in.gov/dwd/education/lli).

When additional training opportunities are scheduled throughout the year, staff will be notified via email and given the class and registration information.

Remember! **CALL-TO-SCHEDULE** classes are available if you would like to bring a specific training class to your location. Contact Nyla Dawson (317) 232-7212 or Bob Hays (765) 962-8591, ext. 207, for this Lifelong Learning Institute service.



## Moving On...

Lynn Goff has left the staff of the Lifelong Learning Institute to become the Manager of the Hammond WorkOne office. Her skills and expertise will be missed by LLI and we wish her well in her new position.

## The Big Six to Avoid

**Six reasons why learners bail from self-paced computer-delivered training classes:**

1. **No incentive.** Without a compelling reason such as money, or training linked to career advancement, time strapped employees may have little motivation for seeing a course through to completion.
2. **Lack of Connectedness.** A feeling of being isolated from fellow learners, the instructor or the learning experience.
3. **Learner Preference.** Many people simply prefer instructor-led training.
4. **Poor course design.** A good deal of online training simply is not engaging.
5. **A chunk is enough.** Learners may choose to take from the course only the content they need to learn a skill and blow off the rest.
6. **The perk factor.** It's just not as much fun as schmoozing with colleagues at a hotel or well-appointed off-site training facility.

**Source:** Training Magazine, March 2000, p. 72.

## Check Out These Websites!

Public Speaking:

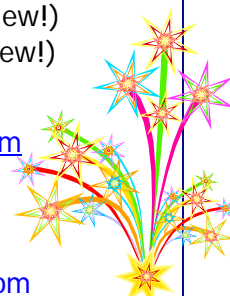
<http://www.ljlseminars.com>  
<http://www.gorin.com>  
<http://www.nsaspeaker.com> (New!)  
<http://www.speaking.com> (New!)  
<http://www.santcorp.com> (New!)

Training Information:

<http://www.activetraining.com>  
<http://www.learnativity.com>  
<http://www.trainseek.com>  
<http://thiagi.com>  
<http://www.newsletterinfo.com>  
<http://www.businessballs.com> (New!)

Presentation Skills:

<http://www.powerpointers.com> (New!)  
<http://presentations.com> (New!)



# Celebrate Learning!



## Teens Can't Reason Yet?

A recent article in the Indianapolis Star provides a possible explanation for why some teenagers are notoriously difficult: their minds cannot yet fully reason.

Government researchers found in a recent study that the last areas of the brain to mature in humans appear to be those responsible for reasoning, problem-solving, and other sophisticated functions. This doesn't happen until between the ages of 18 and 21.

The findings come from researchers at the National Institute of Mental Health in Bethesda, MD, and the University of California, Los Angeles, who studied the brain development of 13 healthy children and teens for eight to ten years from ages 4 to 21.

The researchers took periodic scans of their brains and used brain-mapping technology. They combined the images into a time-lapse, 3-D movie that condensed 17 years of brain growth into a few seconds of images.

Areas in the extreme front and back of the brain, governing such basic functions as smell, hearing and sight, are the first to mature. The upper-middle portion of the brain, which governs movement and touch, appears to mature next. Next come the parietal lobes, associated with language and spatial orientation; the ability to bring together sight, touch and other perceptions to get one's bearings in various surroundings. Last is the prefrontal cortex, which integrates information registered by the senses and controls reasoning and decision-making.

The new images are important because "no one had actually shown that simple areas would develop first and mature first, and complex areas would have to wait until simple areas mature," said lead study author Dr. Nitin Gogtay, a psychiatrist with the National Institute of Mental Health.

The study was published online in the Proceedings of the National Academy of Sciences.

**Source:** June E. Allen, Los Angeles Times; Indianapolis Star; May 4, 2004.



## Tips on Technology



### Do you ever hit the Caps Lock key by mistake?

I have typed almost a whole sentence before I notice my mistake. How would you like your computer to let you know when you press the Caps Lock key?

First, let's get the computer to beep when you hit the Caps Lock key.

- Click the Start button
- Go to Settings and click on Control Panel
- Double-click the Accessibility Options icon
- On the Keyboard tab, click the "Use Toggle Keys" checkbox

Now your computer will beep each time you press the Caps Lock, Num Lock, or Scroll Lock key.

Now, let's set your computer to do one more thing, flash each time you press the Caps Lock key.

- While you are at the Accessibility Options screen, click the Sound Tab and check the "Use SoundSentry" checkbox
- Next click the Settings button and select "Flash active window" from the "Warning for windowed programs" drop down box
- Click OK until you are clear of property and settings screens.

Now your computer will beep and flash every time you press the Caps Lock key.



### English Vocabulary (50¢ words for the quarter)

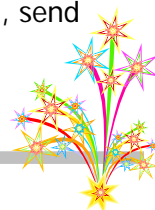
**lu.cu.bra.tion** pronounced loo.kya.bray.shun  
- laborious or intensive study

**man.sue.tude** pronounced man(t).swi.tood -  
the quality or state of being gentle: meekness, tameness

**mei.o.sis** pronounced my. o. sis - the  
presentation of a thing with underemphasis  
esp. in order to achieve a greater effect

**tur.bid** - depths of degradation or misery

If the reader has any good 50¢ words, send them to Carol Radke.  
(cradke@dwd.state.in.us)



## Flipchart 101

It's usually hidden in the back of the conference room – unsteady from age and abuse – loaded with only one or two sheets of bent and dirty flipchart paper. But the next time you hold a meeting, do yourself a favor and take advantage of this low-tech tool. Used correctly, it can quickly, simply, and inexpensively:

- Create group attention and interest
- Focus the group on key points and the task at hand
- Allow group members to visually trace the flow of their conversation
- Display the group's best thinking in a permanent, accessible manner
- Provide organizational, leadership, and management credibility for the facilitator

So, in an effort to save you a few meeting hours, frustrations, and maybe even a few budget dollars, here's Flipchart 101 – some tips to get you flipping:

- Use flipchart paper that is lined or has a preprinted grid – a helpful antidote to the adult fear of writing on a surface with no lines.
- Consider requesting an extra flipchart stand. Having two functioning flipcharts available simultaneously to accommodate the conversation flow can be quite effective.
- Use dark, wide markers. Avoid using overhead transparency pens, pencils, ballpoint pens, and dry erase markers. None of these is visible from afar and/or for long periods. Dry erase markers evaporate and lighten very quickly. Actual flipchart markers work best. Save the vibrantly colored markers for emphasizing ideas, numbering lists, and highlighting points.
- Avoid writing in script. Print letters of about three to four inches high for visibility.
- Label and number each flipchart sheet as you progress through the meeting. By keeping the topic title in front of the group you assist in maintaining focus and attention.
- Tear off each full flipchart and post it on the wall with masking tape. The point is to keep the information front and center for the group. Productive conversation and ideas spring forth when people can see, review, and comment on individual and group input.

**Source:** LMI Training Institute, Institute News, 10/01



## Understanding Spanish

### Phonetics

Most Spanish words are pronounced with the stress on the second-to-last syllable. Words ending in consonants other than *n* or *s*, however, are stressed on the last syllable. Words whose pronunciation requires the stress to fall on a syllable other than the second-to-last or last syllable, or that require the breakup of a diphthong, carry an accent mark on the vowel of the stressed syllable. Examples of these situations are *pájaro* (bird), with the accent on the first *a*, and *día* (day), with the *i* and *a* sounds pronounced distinctly. In rare words, an umlaut over the *u* (*ü*) indicates that a *u* should not form part of a diphthong. One important punctuation note is that questions and exclamations in written forms are indicated by an inverted question mark (¿) or exclamation point (¡) at the beginning of the sentence and then a standard one at the end of the sentence.

### Vocabulary

Most Spanish words come from the Latin language (the language of the Roman Empire). But because so many people speak Spanish in so many places, the language quickly adopts new words and borrows words from other languages, particularly Arabic, English, and continental European languages such as French and Italian. In the Caribbean region and in Central and South America, indigenous languages have heavily influenced Spanish. An organization called the Royal Spanish Academy of Language has branches in countries where Spanish is spoken and establishes norms of spelling and grammatical forms.

### Days of the Week

Monday	<b>Lunes</b>
Tuesday	<b>Martes</b>
Wednesday	<b>Miércoles</b>
Thursday	<b>Jueves</b>
Friday	<b>Viernes</b>
Saturday	<b>Sábado</b>
Sunday	<b>Domingo</b>



Today is Monday.  
Tomorrow is Tuesday.

**Hoy es Lunes.  
Mañana es Martes.**

## Lifelong Learning Institute

Mark Hollman, Director

Carol Radke, Trainer

John Mahoney, Trainer

Nyla Dawson, Secretary

### Training and Technical Support Coordinator Unit:

Bob Hays, Supervisor

Roger Hahn, Bloomington

Chip Martin, Richmond

John Moore, Evansville

Greg Richmond, Old Trails Building

Kathy Sebelksi, South Bend

Melanie Sorrell, Anderson

Sharon Weiler, LaPorte

Peggy Wessol, Terre Haute

### LLI Partnership Liaison

Miche Grant



## PAIR SHARES

After talking for a period of time stop for a few minutes and let your audience DO something with what you just told them. Give them a Pair Share activity to do to break up the lecture/presentation/speech with short quick little doings so that your audience has a chance to review the information in small chunks. One little Pair Share every thirty minutes is a good start – more if you are brave enough.

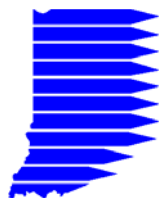
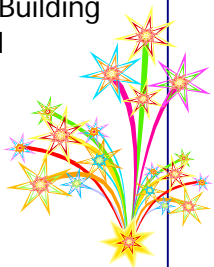
**Pair Share #1:** "Turn to your neighbor – the person sitting next to you – and tell him three things you just learned in the last thirty minutes."

**Pair Share # 2:** "On scratch paper, or on the back of your agenda page, draw a doodle representing the most important point you just heard. Now explain your doodle drawing to your neighbor."

**Pair Share #3:** "Turn to the person sitting behind you (across from you, next to you, etc.) and tell that person what you feel was the most important point of the information you heard."

(Continued next issue...)

Source: Sharon Bowman, "Presenting with Pizzazz", 1997



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